Practicum Briefing for SCMs and CTs

Diploma in Special Education [Allied Educators (Learning & Behavioural Support)]

Psychology and Child, and Human Development Academic Group

Friday, 17 January 2020
NIE, LT 7
DISE AED(LBS) Practicum Coordinators

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AGENDA FOR OUR SHARING

- Introduction
- School Attachment
- Practicum Overview, FAQs, and Claim Forms
- Roles and Responsibilities of AEDs, SCM, CT & NIES
- Assessment of Practicum
  - Withdrawal sessions
  - In-class support project presentation
  - Professional attitude and disposition
- Moderation Process and Appeal Cases
- Practicum Summative Reports
- NIE Wellness Centre
Link for retrieval of handbook and slides:

1. Introduction

Role of Allied Educators [AED(LBS)]

- “provides structured and systematic support to students with mild special educational needs (SEN) in mainstream schools, and enable them to integrate better in the mainstream schools.”

(Source: Ministry of Education, Singapore)
Role of Allied Educators [AED(LBS)]

Provide **intervention support** for students with **mild** special educational needs.

Provide **systems consultation** in the area of educational development of students with SEN.

**Liaise with stakeholders** (e.g. external agencies) to ensure continued support for students with SEN.
Diploma in Special Education for [AED(LBS)]

DISE Programme Timeline

Semester One

❑ 12 Aug 2019 – 06 Dec 2019 (8-12 week course work)

Semester Two

❑ 13 Jan 2020 – 22 May 2020 (6-week course work)*
❑ 24 Feb 2020 – 08 May 2020 (10-week supervised practicum)
List of Modules under DISE [AED(LBS)] Programme

Semester One
- NED109: Introduction to Special Education
- NED110: Educational Psychology
- NED105: Assessment, Planning, Implementing & Evaluation
- NED106: Behavioural & Communication Difficulties
- NCS120: Language & Literacy Difficulties
- NCS121: Motor & Sensory Difficulties

Semester Two
- NED113: Practice & Intervention Technique
- **NED115: Research to Practice: School-based Experience**
- NCS128: Communication and collaboration for AED
- NPR100: Teaching Practicum
School Attachment
( 4 days : 30 Jan, 4 Feb, 11 Feb, 13 Feb 2020 )

Objectives: to allow trainee AEDs (LBS) to be aware of school culture and practices and to observe lessons and meetings in support for students with special needs so that they would be better empowered in future
Purpose of Supervised Practicum

- To augment NIE course work and provide AED (LBS) with the opportunities to practise the use of evidence-based strategies with students who need academic and/or behavioural support in the mainstream schools.
- To foster an understanding of the role of an AED (LBS) within both the school and its community and develop the professional attitudes and qualities expected of the AED (LBS).
- To provide opportunities for purposeful mentoring from experienced educators and university supervisors.
Important Dates to Remember

- **16 January 2020, Thursday**
  - AED LBS Trainees are informed of posting school for school attachment/practicum
- **17 January 2020, Friday, 230-530 pm**
  - Briefing with School Personnel and NIES
- **30 Jan, 4 Feb, 11 Feb and 13 Feb**
  - School Attachment (Observations and Reflections ONLY – no assessment by school)
- **24 Feb 2020 – 08 May 2020**
  - 10-week supervised practicum
- **16 March 2020, Monday, 9-12**
  - Mid-Practicum Briefing with AED LBS Trainees
- **03 April 2020, Friday, 5 pm**
  - Submit and sign Practicum Interim Report and identify potential distinction and fail cases after discussion with NIES.
    - NIES to inform DISE coordinator of potential “D” or “F” cases by **10 April 2020.**
- **08 May 2020, Friday, 5pm**
  - Submission of Summative Reports and all other documents by NIES
- **11 May 2020, Monday, 9-12 noon**
  - Post Practicum Briefing with AED LBS Trainees
Important Personnel for Practicum

- **School Coordinating Mentors (SCM)**
  - Head of Department (Pupil Welfare)
  - Senior Teacher (Pupil Welfare)
  - Vice-Principal

- **Cooperating Teachers (CT)**
  - Trained and experienced AED(LBS) with 3 years experience in school
  - Learning Support Coordinator
  - Senior Teacher

- **NIE Supervisors (NIES)**
Summary of Activities

<table>
<thead>
<tr>
<th>Orientation/Observation</th>
<th>Graded Observation (Handholding)</th>
<th>Graded Observation (Withdrawal &amp; In-class support)</th>
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<tr>
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<td>Mid-practicum briefing – 16th March</td>
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- Work with **THREE** selected student cases (decided by the school)
- Complete
  - Summary of Pupil’s Needs and Recommendations
  - Prepare Portfolio
  - Observe AED-LBS/LSC at work during withdrawal and/or in-class support sessions
  - Observe experienced teachers in class

**Who secures the parent consent from the three cases?**

It is the school’s (NOT the AED-LBS trainee’s) responsibility to secure the informed consent from the parents.

We defer to the school’s policy on how they will inform the parents - either through written parent consent or a verbal understanding with the parents.
Summary of Activities

**Orientation/Observation**

- Graded Observation (Handholding)
- Graded Observation (Withdrawal & In-class support)

Mid-practicum briefing – 16th March

**Deliverables:**

- Six withdrawal sessions
  - 4 independent observations by CT
  - 2 joint observations by CT and NIES - *NIES to prepare ONE JOINT REPORT WITH CT (1st and 6th)*

- One IEP for student

- One In-class support project
Planning and Organisation Sequence

Summary of Pupil’s Needs and Recommendation
- Based on evaluation report

Individualized Education Program (IEP)
- Includes present levels of performance, annual goals, and short-term objectives

Specialised Support
- Withdrawal
  (individual student, in pairs, or in a small group)
- In-Class
  (AED will be in the student’s classroom)
Table of Tasks for Practicum
(pg. 8-11 of the Handbook)

- Week-by-week breakdown of activities summarized according to the various personnel involved (i.e., trainees, SCMs/CTs, NIES)
- It also provides an overall view of the forms that need to be completed, signed/endorsed before submission to NIE.

NIES to prepare ONE JOINT REPORT WITH CT.
All Signatures by All personnel (including Principal) in blue ink.
How many times does the NIES meet with the AED (LBS) trainee and conduct school visits?

Besides the stipulated visits, there may be any other dates/timings where the AED (LBS) trainee may need additional support/supervision.

Will NIES and CT be observing the same student throughout the practicum?

The observations done by CT and NIEs on Weeks 3 and 8 depend on scheduling and availability. Hence, it could end up being with the same cases/students, or different students.

Can the SCM join the CT and NIES in the lesson observation?

Yes, the SCM can observe at any time.

Do trainees need to submit ungraded assignments - such as Week 1 and Week 2 reflections – and lesson plans to their NIES?

The Week 1 and 2 reflections are mandatory – the template is found in the handbook for this. The lesson plans are not required - and contingent on NIES’ discretion and judgment. It is advisable for the students, however, to keep well-maintained records of their reflections and lesson plans.
<table>
<thead>
<tr>
<th>Week (Dates)</th>
<th>For Submission / Tasks</th>
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<tbody>
<tr>
<td>0 (17 Feb – 21 Feb)</td>
<td>1. NIES to pay a courtesy call to school.</td>
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<td>2. Meet with trainee for Pre-practicum meeting</td>
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<td>1 (24 Feb – 28 Feb)</td>
<td>Reflection for Week 1 (for template See Appendix B-2)</td>
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<tr>
<td>2 (02 Mar – 06 Mar)</td>
<td>1. Reflection for Week 2</td>
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<td>2. Trainee’s Timetable Form</td>
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<td>3 (09 Mar – 13 Mar)</td>
<td>1. Session Plan for first joint observation Withdrawal Session (two days prior to scheduled session with NIES and CT)</td>
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<td>2. Draft of IEP for one of the case study students.</td>
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<td>3. Slides or Report for the ICS project for one case study student.</td>
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<tr>
<td>4 (23 Mar – 27 Mar)</td>
<td>1. Session Plan for second observation Withdrawal Session (two days prior to scheduled session with CT)</td>
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<td></td>
<td>2. Draft of IEP for one of the case study students (continuation).</td>
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<tr>
<td></td>
<td>3. Slides or Report for the ICS project for one case study student (continuation).</td>
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<tr>
<td>5 (30 Mar - 03 Apr)</td>
<td>1. Session Plan for third observation Withdrawal Session (two days prior to scheduled session with CT)</td>
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<td>2. Receive the Practicum Interim Report from the SCM.</td>
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<td>3. Let DISE Coordinators know of Moderation cases (Failure or Distinction) by 03 April 2020, Friday, 5 pm. Submit Practicum Interim Report to DISE Coordinators.</td>
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<td>6 (06 Apr – 10 Apr)</td>
<td><strong>NIES to inform DISE coordinator of potential “D” or “F” cases by 10 April 2020, 5 pm.</strong></td>
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<td>1. Session Plan for fourth observation Withdrawal Session (two days prior to scheduled session with CT)</td>
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## Week by Week Deliverables (pg. 8-11 of the Handbook)

<table>
<thead>
<tr>
<th>Week (Dates)</th>
<th>For Submission / Tasks</th>
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<tbody>
<tr>
<td><strong>7 (13 Apr – 17 Apr)</strong></td>
<td>Completed IEP for one student to be sent to NIES by trainee&lt;br&gt;1. Session Plan for fifth observation Withdrawal Session (<strong>two days prior to scheduled session with CT</strong>)&lt;br&gt;2. Presentation of ICS Project.&lt;br&gt;3. NIES to provide feedback on IEP, ICS project, and 2nd joint observation of withdrawal session</td>
</tr>
<tr>
<td><strong>8 (20 Apr – 24 Apr)</strong></td>
<td>1. Session Plan for second joint observation of NIES and CT (two days prior to scheduled session)&lt;br&gt;2. Presentation of ICS Project.&lt;br&gt;3. NIES to provide feedback on IEP, ICS project, and 2nd joint observation of withdrawal session</td>
</tr>
<tr>
<td><strong>9 (27 Apr – 01 May)</strong></td>
<td>1. NIES to meet Principal, SCM, and CT to determine <strong>FINAL</strong> grade to be awarded to trainee AED&lt;br&gt;2. NIES to collect all original practicum related forms</td>
</tr>
<tr>
<td><strong>10 (04 May – 08 May)</strong></td>
<td>1. NIES to meet with trainee for Post Practicum Debrief&lt;br&gt;2. Submit all forms to DISE coordinators.</td>
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School Coordinating Mentor

The Appointed SCM for the trainee AED (LBS) during the Practicum will be:

1. A person who is of higher rank than the CT; and is

2. (i) A Senior Teacher, Year Head, Department Head (HOD), who has experience supporting children with special needs and works closely with the AED (LBS).

OR

(ii) A VP who is overseeing support for students with special needs in the school.
Roles and Responsibilities of SCM
(pg.15-16 of the Handbook)

- Overall in charge of practicum-related matters
- Conduct briefing for induction of trainee AED (LBS)
- Oversee work of CT and trainee AED (LBS)
- Facilitate observation of experienced, proficient educators
- Perform a mentoring role for trainee AED (LBS) (e.g., offer guidance, feedback to the trainee)
- Provide a conducive environment to work:

  ![Staff workplace](image1)
  ![Teaching workplace](image2)
Roles and Responsibilities of SCM (cont’d)

☐ Have regular discussions with NIES
  ➢ on the trainee AED (LBS)’s attitude, performance, progress
  ➢ to ensure that the procedures, criteria for practicum supervision and assessment are in accordance with the guidelines established by NIE

☐ Notify NIESs in the event of potential distinction or fail case by 5th week of the Practicum Period, upon submission of Interim Report.

☐ Determine the tentative final grade for Practicum which will be negotiated between the Principal/SCM/CT and the NIES
Cooperating Teacher

The Appointed CT for the trainee AED (LBS) during the Practicum will be:

1. An experienced AED (LBS) who has at least three years of service in school and good performance.

   OR

2. A Senior teacher, Year Head, Department Head (HOD), who has experience supporting children with special needs and works closely with the AED (LBS).
Allocate the timetable according to the guidelines:

- Official hours during Practicum between **6-7 hours each school day** (including lunch/recess breaks)
- Schools can specify, vary the start/end time (e.g., 9 a.m.-4 p.m. on Mondays & Tuesdays)

- Within the 30-35 hours work week, about **10-11 hours** allocated for **contact time with students** whom trainees are supporting, for both withdrawal and in-class support settings, example
  - school with 30 min/period lessons - 20-22 periods
  - school with 45 min/period lessons - 14-15 periods

- In-class support periods of about a total of **3-5 periods per week**
EXAMPLE 1 (for 30min/period session)

- Total 21 periods per week
- Withdrawals: a combination of one & double period lessons

Withdrawal

- 6 periods
- 4 periods
- 5 periods

In-class support

- 2 periods
- 2 periods
EXAMPLE 2 (for 30min/period session)

Withdrawal (1-1)
- 3 periods
- 2 periods
- 5 periods

Withdrawal (pair)
- 4 periods

In-class support
- 2 periods

CT and SCM should ensure that the observation will be a DOUBLE PERIOD.

- Total 20 periods per week
- Withdrawals, a combination of one & double period lessons
Roles and Responsibilities of CT (cont’d)

- Assign 3 suitable cases to trainees
  - newly identified (if possible), range of needs (mild-moderate support) – NOT ELECTIVE MUTISM, NOT DOWN SYNDROME (Down Syndrome Association provides support)
  - vary in disability diagnosis
  - regular school attendance
  - available for withdrawal sessions
  - ideally no P1 and no P6 student

- Provide useful information to the trainee (e.g., case histories of students, timetable, school resources, internet access, printing access)

- Give guidance in lesson preparation, learning support in classroom, etc.
Roles and Responsibilities of CT (cont’d)

- Monitor the trainee AED(LBS)’s progress through
  - Discussions and six Formal observations of his/her teaching
  - Informal observations (are encouraged, inform trainees)

- Determine what other duties/responsibilities (beyond teaching) to support student with special needs

- Support and advise on professional matters (e.g., parent consultancy)

- Regularly monitor AED(LBS)’s practicum portfolio (file)

- Provide feedback to the trainees on strengths and areas for improvement. Keep records as support documents (e.g., potential fail case)

*Return AP-WS forms to trainee signed in blue INK within a week of observation.*
Roles and Responsibilities of NIES
(pg.17 of the Handbook)

- Supervisor and mentor to the trainee
- Counselor
- Evaluator / assessor
- Liaison between NIE and the schools
Three Areas of Assessment
(pg. 18-20 of the Handbook)

A. Withdrawal session (WS) observations (minimum of Six)

A. In-class support (ICS) project presentation
  ❑ Trainee’s presentation and reflection of ICS project

A. Professional attitude and disposition

❖ Assessors: CT (and/or SCM) and NIES
(A) Withdrawal Session (WS) Observation: **Aim**

- **Aim:** To provide the trainee AED(LBS) with a **clear and accurate feedback on the lesson under observation**, and provide the scaffolding needed to conduct a successful session with the student receiving the service.
Avoid interrupting an ongoing session, if at all possible.
1. **Pre-Observation Conference**
   - Check to see that the session plan
     - is relevant to the needs of the student
     - has definite, meaningful objectives
     - activities are aligned with the objectives
     - is workable in terms of methods/time given
   - Provide feedback, direct attention to areas of specific weakness or areas of need

2. **Lesson Observation** – AP-WS Form
   - For formal observation, observe double period lessons, where possible
3. Post-Observation Conference

- Hold the conference after the lesson observation
  - First, get trainee to evaluate and self-reflect on lesson
  - Then provide constructive oral FEEDBACK on strengths and areas for improvement (within the same day)
  - Written feedback WITHIN A WEEK (original signed copy of the AP-WS for CT/NIES, and a photocopy for the trainee to file)
  - Trainee to COMPLETE the feedback section of the AP-WS
  - What to remember during feedback conferencing:
    i. Encourage trainee to see both strengths and weaknesses
    ii. Provide formative comments and clarify reasons for making them, provide specific suggestion
The Assessment of Performance for Withdrawal Session [AP-WS form]

- intended as a formative instrument to help ascertain the competencies of the trainee in the various processes
- plays a major role in post-observation conference & in the supervision cycle

Advantages:

- specifies what is being observed
- compact and yet comprehensive
- can be completed during one lesson observation
- provide immediate feedback to the trainee AED(LBS)
- provide (when used sequentially) a progressive record
(A) WS Observation: Using the AP-WS Form

(pg. 45-46 of the Handbook; Appendix C-1)

✔ COMPLETE one AP-WS form for each lesson observation, against each process:

❖ Pre-session Planning
❖ Setting up for instruction
❖ Implementation of plan and activities
❖ Skill/strategy instruction and session wrap-up
❖ Evaluation & self-reflection (assessed after post-observation conference with trainee)
(A) WS Observation: Descriptors used in the AP-WS

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Exemplary</td>
<td>Trainee demonstrated all listed competencies with confidence; processes were completed smoothly; problemsolved immediately and effectively</td>
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<tr>
<td>Proficient</td>
<td>Trainee demonstrated most of the competencies; can do better in one or more areas</td>
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<tr>
<td>Acceptable (developing)</td>
<td>Performance is slightly above beginner’s level where trainee applied some of the competencies; however, needs to demonstrate better understanding and application</td>
</tr>
<tr>
<td>Emerging (need to improve)</td>
<td>Performance is at beginner level where competencies have not be applied appropriately</td>
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(B) In-Class Support (ICS) Project
(pp. 38-40 of the Handbook; pp. 47-48 Appendix C-2)

- **Aim:** To match the intervention to student’s needs and use assessment data to inform decisions on effectiveness of intervention

- A 6-week (Weeks 3-8) data-based ICS project
- Trainee will:
  - identify an area of concern for one student
  - provide support for that specific area of concern
  - collate data gathered on student's progress in class
  - graph and write a summary of analysis of data
  - write a discussion reflecting the effectiveness of the intervention
  - present the information with supporting materials to CT, SCM and NIES in Week 8 (after the final observation)

- Descriptors in the AP-ICS form (similar with AP-WS)

✔ select child with regular attendance
✔ supportive teacher
In-Class Support (ICS) Project
(cont’d)

What behaviour should the trainee target for the ICS project?

Each case would have a variety of needs – from behavioural issues to learning support. It is advised that the trainee focus on the most pressing need that will benefit the student most.

Should the IEP be linked to the ICS project?

It does not have to be, but trainees can use the same student for both IEP and ICS project.

For ICS and IEP, should the trainee be working on the same student or two different students?

The ICS and IEP could be with the same student or two different students.
Trainee to:
- conduct self in a professional manner (e.g., dressing, punctuality, attendance, communication style)
- be up to date with all documentation in Practicum Portfolio

CT to maintain a record of:
- time/description of instances trainee fails to exhibit the desirable attributes
- date/time of formal meeting with trainee to discuss concerns on professional attitude and work ethic
- document meeting
- keep NIES updated
<table>
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<tr>
<th>Desired Attributes</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
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<tbody>
<tr>
<td><strong>PROFESSIONAL ATTRIBUTES AND ATTITUDES</strong></td>
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<tr>
<td><strong>Learner-Centred Values</strong></td>
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<tr>
<td>1. Shows care and concern for pupils</td>
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<td>2. Exhibits positive regard for students of various skill levels and diverse social-cultural backgrounds</td>
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<td><strong>Teacher Identity</strong></td>
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<td>3. Is keen to improve through reflective practice and is responsive to advice and feedback</td>
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<td>4. Exhibits acceptable professional conduct for educators (e.g., prompt submission of WS session plans, punctual for classes and meetings)</td>
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<td>5. Projects a professional image (e.g., dresses appropriately)</td>
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<tr>
<td><strong>Service to school</strong></td>
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<tr>
<td>6. Communicates well with all school personnel, parents, and students</td>
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<td>7. Works collaboratively with colleagues</td>
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<td>8. Shows interest and takes initiative for involvement in school programmes</td>
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<tr>
<td><strong>PROFESSIONAL ATTRIBUTES AND ATTITUDES (Please tick one)</strong></td>
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<tr>
<td>□ Excellent</td>
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<td>□ Unacceptable</td>
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Practicum Interim Report
(pg. 49-51 of the Handbook, Appendix D-1)

Professional disposition will be assessed in Practicum Interim Report (in Week 5: 03 April 2020, Friday, 5 pm) completed by CT/SCM and NIES:

❑ **CT/SCM**
  - for issues with attitude and work ethic – highlight in this report
  - provide feedback and guidance to trainee
  - give report to trainee (hard copy) and NIES (soft copy)
  - liaise with NIES on whether trainee is a potential Distinction or Fail case

❑ **NIES**
  - email DISE Practicum Coordinator the names of potential Distinction or Fail case by end of Week 5.
  - Provide DISE Practicum Coordinator with the soft copy of interim report and timetable of potential Distinction or Fail case by 03 April 2020, Friday, 5 pm.
  - **NIES to inform DISE coordinator of potential “D” or “F” cases by 10 April 2020.**
  - Provide guidance for potential fail case, keep record
A potential DISTINCTION or FAIL case can be identified either by School and/or the NIE Supervisor, based on the trainee’s teaching performance as well as attitude.

School to provide NIES the information by the end of Week 5 of Practicum Period, 03 April 2020, Friday, 5 pm.

NIES to inform DISE coordinator of potential “D” or “F” cases by 10 April 2020.

A lesson MUST be observed by an NIE appointed moderator. Moderation is an NIE examination procedure to maintain quality control and must be adhered to. Please try to follow deadlines closely.
Moderation Procedures
(cont’d)

• A potential DISTINCTION trainee is one who is **always above average** in most of the following areas:
  – demonstrates competencies in instructional planning, setting up for instruction, implementation of plan, skill instruction, and depth in evaluation and self-reflection of performance,
  – is highly conscientious and diligent,
  – has a very positive professional attitude,
  – works well with colleagues and students,
  – is receptive to advice and willing to share,
  – goes beyond the call of duty to help students under their care,
  – volunteers to help in school functions.

• The trainee has to be consistently above average.
A potential FAIL trainee is one who is generally below average in most of the following areas:

- demonstrates competencies at a beginner level through the duration of the practicum, or shows limited improvement despite feedback provided by CT/SCM/NIES,
- professional attitude,
- does not prepare adequately for instruction (e.g., persistently vague instructional plans),
- is not responsive to advice given by CT/SCM/NIES,
- makes little effort to reflect or improve practice,
- behaves in a way that is unbecoming of an individual in the educational profession.

A trainee can be considered a potential failure if he/she has a negative work attitude. Acceptable or even proficient teaching performance doesn’t guarantee a pass.
Moderation Procedures
(cont’d)

• Moderator provides a second opinion on content and teaching performance. He/She recommends a grade based on session observation and discussion with the school personnel and trainee.

• The moderator’s report serves to provide additional input for the final award of grade which will be decided during the Final Assessment Meeting between the NIES and school personnel (principal, VP, SCM, CT), chaired by the principal.
Moderation and Appeal Cases

Examples of possible issues

- Did not receive adequate mentoring
- CT not willing to let trainee observe lessons
- Only received AP-WS forms at the end of practicum
- AP-WS forms did not show areas of weakness
- Was not told that he/she is at-risk of failing
- CT did not provide feedback at the interim of practicum
- Ask to support in areas which the trainee is not trained in
- Not given the recommended number of periods

In a discrepancy case, the Board of Examiners will make the final decision based on a holistic assessment of the student.

Students can appeal and challenge their grades. NIE and schools must be able to stand by our decisions.
A Friendly Reminder: For Potential Distinction cases

- Let us give our trainees a chance to be moderated if they showed potential

- Same stringent standards will be adhered to during moderation, so please do not hesitate or do not be conservative in flagging out to the NIES for us to moderate
Practicum Summative Report (Part 1)

(pg. 52-55 of the Handbook; Appendix D-2)

- Section A: Comments by CT
- Section B: Comments by SCM
- Section C: Comments by Principal

**PLEASE SIGN IN BLUE INK.**

<table>
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<tr>
<th>PROCESSES (Please tick one)</th>
<th>COMPETENCIES</th>
<th>COMMENTS (strengths, areas for improvement and suggestions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PRE-SESSION PLANNING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Exemplary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Emerging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Provides brief description of student(s) needs and context for session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Includes a rationale for selecting focus area and connect it to student's learning (big picture)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Develops clear (and measurable) objectives for student(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Plan for evaluating session is aligned with objectives, content of session, and focus skill</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Review all AP-WS forms & AP-ICS form
- Read grading criteria, p. 52 of handbook

Substantiate the quality indicated with descriptive comments.
# Guidelines for Grading
*(pg. 23 of the Handbook)*

<table>
<thead>
<tr>
<th>Grade Descriptor in Summative Report</th>
<th>Suggested Final Practicum grade (Distinction, Credit, Pass, Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly &quot;Exemplary&quot; and some &quot;Proficient&quot;, &quot;Excellent/Good&quot; for Professional Qualities</td>
<td>Potential DISTINCTION. MODERATION REQUIRED</td>
</tr>
<tr>
<td>Mostly &quot;Proficient&quot; and a mix of &quot;Exemplary&quot; and/or &quot;Acceptable&quot;, Excellent/Good&quot; for Professional Qualities</td>
<td>Potential CREDIT</td>
</tr>
<tr>
<td>Minimally &quot;Acceptable&quot; for all the processes, no lower than &quot;Acceptable&quot; for Professional Qualities</td>
<td>Potential PASS</td>
</tr>
<tr>
<td>&quot;Emerging&quot; for any of the processes, or &quot;Unacceptable&quot; for Professional Qualities</td>
<td>Potential FAIL MODERATION REQUIRED</td>
</tr>
</tbody>
</table>
Practicum Summative Report (Part 2)
(pg. 56-58 of the Handbook; Appendix D-3)

- Grade agreed by Principal, SCM, CT, & NIES
- Distinction, Credit, Pass, or Fail
- For Distinction or Fail grade, moderation must be conducted
Reports Due

INTERIM REPORT
✔ SCM to NIE by 03 April 2020
✔ NIES to inform DISE coordinator of potential “D” or “F” cases by 10 April 2020

SUMMATIVE REPORTS PART 1 & 2
✔ School/NIES complete by 06 May
✔ NIES to DISE coordinator by 07 May

- Three more observation sessions
  ✔ 2 observations by CT/SCM
  ✔ 1 observation by CT/NIES
- Assess ICS project

- Check for progress
- Identify concern
  - 2 observations by CT/SCM
  - 1 observation by CT/NIES
- Set tone for possible MODERATION
- Monitor closely and complete Interim Report

MONITOR CLOSELY
Documents to be Submitted

- Practicum Summative Report (Part 2)
  – To be completed and endorsed by School & NIES

- Practicum Summative Report (Part 1)
  – To be completed and endorsed by School

- Practicum Interim Report
  – To be completed and endorsed by School & NIES
  – Reminder- sign report

- Moderator’s Report (where applicable)
  – For lessons observed by NIE Moderator

- AP-WS forms
  – For lessons observed by School/NIES

- AP-ICS form
  – For ICS project by School/NIES

Arrange in this order for submission.
Submission of Forms

❑ All forms to be submitted during the Final Assessment Meeting (07 May 2020) through the NIES.

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1 Nanyang Walk
Singapore 637616
Tel: 6790 3311
Fax: 6896 9110
Email: choonlyan.yeo@nie.edu.sg
7. Appendices
Advance Organizer (Trainees)

- Practicum Portfolio
- Timetable
- Reflective Practicum
- Summary Template
- Individualized Education Programme (IEP)
- Withdrawal Session Plan
- Log of In-Class Support
- In-Class Support (ICS) Project
- Reflective Practicum for Weeks 1-2
- Pre- & Post-Practicum Conferences
Practicum Portfolio
(pg.27; Appendix A-1)

- Contents include:
  - Checklist of Practicum Portfolio (see Appendix A-1)
  - General:
    - Timetables
    - School-related information (guidelines, rules, CCA schedule, school calendar)
  - Three student cases
    - Summary of Pupils’ Needs and Recommendations
    - Withdrawal Session Plans for all lessons
    - Log of in-class support
    - In-class support project (for relevant student)
    - Individualised Education Plan (IEP) for one student
  - Conference/consultation records/logs
  - Supervision records
    - Supervision schedule
    - Completed AP-WS and AP-ICS Forms
# Timetable

*(pg. 28; Appendix A-2)*

## Programme

<table>
<thead>
<tr>
<th>Name</th>
<th>NRIC</th>
<th>School Posted to</th>
<th>A.M./P.M.*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Address</th>
<th>Tel.</th>
<th>Address</th>
<th>Tel. (Office)</th>
<th>Tel. (Staff Room)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postal Code</th>
<th>Tel.</th>
<th>Postal Code</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NIE Supervisor</th>
<th>Principal</th>
<th>Vice-Principal</th>
<th>School Coordinating Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Cooperating Teacher(s):

## Programme Timetable

<table>
<thead>
<tr>
<th>TIME DAY</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of student</th>
<th>Level/Class</th>
<th>No. of Periods (WS &amp; ICS)</th>
<th>Total No. of Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Janice Lee</td>
<td>1/B</td>
<td>4 WS and 2 ICS</td>
<td>6</td>
</tr>
</tbody>
</table>

| Overall No. of Periods (hours) | 6 periods (3h) |

*Note. * delete accordingly: WS (withdrawal session) & ICS (in-class support)
Summary Template
(pg. 29-31; Appendix A-3)

- **Summary of Pupil’s Needs and Recommendations**

- To synthesize and record relevant details of student collated in assessments and to suggest recommendations for support
  - Summary of action(s) to be taken:
    - in Planning template
    - prioritize areas where student need most assistance
Individualized Education Programme (IEP)  
(pg. 32-34; Appendix A-4)

- A **collaborative** and **team** approach to planning services for students with special needs
- Trainee AED (LBS) will start to draft a copy of the IEP by **Week 3 of Practicum** in close collaboration with CT – getting input from relevant persons
- Trainee AED (LBS) will complete **ONE** IEP by Week 8 and submit to CT and NIES for feedback
Withdrawal Session Plan
(pg. 35-36; Appendix A-5)

- Student characteristics and learning context
- Pre-requisites
- Objective
- Rationale
- Assessment
- Sequence of activities and (& any plans for differentiating instruction/materials)
  ✔ Introduction; lesson development, guided practice, independent practice, closure/review
- Post-session Analysis of Student Learning
- Trainee AED-LBS self-evaluation and reflection
Log of In-Class Support  
(Pg. 37; Appendix A-6)

- Keep a log for the in-class support of each student

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>In-Class Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week3</td>
<td></td>
</tr>
<tr>
<td>e.g., 12/3/XX</td>
<td></td>
</tr>
</tbody>
</table>
In-Class Support (ICS) Project
(pg. 38-40; Appendix A-7)

- The Assessment of Performance for In-Class Support
  - Provides a way of assessing the competencies of the trainee in Planning, Implementing an intervention, Collating and Evaluating the data, and in Collaborative teamwork with classroom teachers
Reflective Practicum for Weeks 1 & 2
(pg.41-44; Appendix B-1/3)

• Tips for initial observation
• Reflection forms
Pre- & Post-Practicum Conferences
(pg. 59-60; Appendix E)

Pre-Practicum Conference with NIES

Key focus: What have you learnt from the courses at NIE that have influenced your conception of teaching and learning? (15 min)

Date held: ________________

NIE Supervisor’s Comments:

1. Student AED (LBS) was able to (please tick accordingly):
   - [ ] Share his/her learning experience in NIE (preferably with examples from course work).
   - [ ] Articulate his/her beliefs in teaching students with special needs.

Additional Comments:

________________________________________
________________________________________
________________________________________
________________________________________
NIE Wellness Centre

NIE has a Wellness Centre that provides counselling for trainees.

Ask trainees to contact DISE coordinators if they need support.
Care & Support for our Trainees

- Important focus: Wellness

Practicum can be a very stressful period.

We seek your assistance to look out for the trainees.
Leave during Practicum

For all leave matters, trainee should

- Check NIE Portal for the leave application / Medical certificate submission procedures (updated)
- Notify school personnel (administrative staff and CT) and NIES latest on the day of absence in the early morning before school starts
- Print a copy for school
- Email a copy to NIES
- Notify NIES and Coordinators if going through a serious medical condition, i.e. pregnancy, etc.
Q and A

Thank you for your help and support!